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Speech Acts of Desiderative Modality of Teachers and Students in Indonesian Language Learning for Class VII of Bumi Shalawat Progressive Middle School

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A B S T R A C T

Desiderative speech acts are one of the uses of language used to convey information by speakers to their interlocutors. This study has a primary focus on comprehensively describing the desiderative forms, desiderative functions, and desiderative meanings of speech act modalities that appear in verbal interactions during Indonesian language learning for grade VII at SMP Progresif Bumi Shalawat. In this study a qualitative approach was used. Primary data were collected through authentic audio recordings that captured communication interactions between teachers and students during Indonesian language learning sessions in grade VII. Based on in-depth analysis, there are 10 desiderative modality forms, 6 desiderative functions, and 6 desiderative meanings of speech act modalities present in a rich and varied manner in Indonesian language learning for grade VII at SMP Progresif Bumi Shalawat. These expressions of hope and desire are found both in teacher speech to students and vice versa, demonstrating dynamic communication interactivity.

1. Introduction

Speech acts are actions taken by someone to assess meaning through the utterances they convey. Furthermore, speech acts have an impact as a response. In line with this, Mulyana (2021) states that speech acts are the result of actions resulting from someone's speech. Learning in schools is crucial for society as a way to improve the best education for human life. Therefore, in improving learning, educators will adapt to the needs of classroom conditions. In this case, communication is crucial for educators to convey material to students so that students can understand activities or instructions in learning.

Communication or speech delivered by teachers in class aims to convey messages from educators to students so that learning can proceed smoothly. In today's

learning, considerations in implementing learning concepts have evolved rapidly. In the past, educators provided guidance to students simply by delivering material, then hoping all students would understand the material. Nowadays, educators no longer only use one-way communication in class but also aim for two-way communication to gauge student responses. These responses from students can serve as a benchmark for student understanding of the lesson. Educators do this through their speech acts (Javaid et al., 2023).

Furthermore, speech acts are inseparable from the context in which a person's utterance occurs. According to (Hamdiah, 2022), an utterance can occur because the speaker wants to convey the intention of the interlocutor. Beyond the intended meaning, context is crucial for the speaker. Context is the situation within the utterance. If the speaker conveys an intention and the interlocutor is unaware of the context, miscommunication can occur. Therefore, many factors influence the meaning of language in speech. One form of linguistic meaning that can be conveyed in speech is modality. The emphasis in this modality marker is divided into several categories: possibility, need, ability, obligation, permission, and assumption (Oktavianti & Prayogi, 2018). Furthermore, (Modality Explanation and Purpose Explanation in the Academic Column in Newspapers, (2012) explains that modality is divided into conditional (requirements), certainty, possibility (potential), doubt, optative (hope), and desire (desiderative). The description reveals that modalities can occur in classroom learning as forms of teacher speech acts. These modalities occur depending on the conditions under which the classroom learning takes place. As previously explained, educators provide instruction, and students receive the instruction by responding according to their understanding.

Therefore, the modality conveyed by the teacher can be identified by desiderative speech acts, which arise from a student's desire to express polite and courteous speech to their interlocutor (the teacher) or vice versa. Furthermore, the variety of desiderative speech acts depends on the interlocutor (Darong, 2024). Speech acts conveyed from student to student tend to use direct language to fulfill the speaker's wishes, for example, as found in data from initial observations in class VII of SMP Progresif Bumi Shalawat. The context is two students sitting side by side, and one of them wants to take a pencil from next to their friend. This desire is conveyed directly with a command from student 1. The utterance explains the command clearly, marked by the word "Take it." The difference that occurs in the speech of the teacher to the student or student to student is one of the occurrences of linguistic context. Therefore, context can be understood by looking at who is the speaker and who is the interlocutor at that time.

From the explanation and uniqueness of the language phenomenon, the researcher is interested in analyzing and knowing the form of desiderative speech acts at Bumi Shalawat Progressive Middle School because the school is based on the best Islamic boarding school in Sidoarjo and has the title of International School. Based on the research focus outlined above, the objectives of this study can be formulated as follows: 1) To determine the modalities of Indonesian language learning at Bumi Shalawat Progressive Junior High School. 2) To determine the function of the

desiderative modality of Indonesian language learning at Bumi Shalawat Progressive Junior High School. 3) To determine the meaning of the desiderative modality of Indonesian language learning at Bumi Shalawat Progressive Junior High School.

2. Methodology

This study employed a qualitative approach, describing language research in detail by reducing, presenting, and clearly interpreting data from analysis results consistent with the facts on the ground. The type of research employed was descriptive qualitative. In line with the definition of qualitative research previously explained, descriptive qualitative research aims to determine the phenomena experienced by research subjects, namely behavior, perception, motivation, and actions, both implicitly and explicitly (Alwi, 2010).

This study used primary data from teacher and student speech acts occurring in the classroom. The study was conducted in the second semester, February 2025, and involved seventh-grade students (2024-2025). The data collection techniques used in this study were observation, accompanied by data recording using an electronic recorder and field notes. The data in this study were transcribed from audio recordings of actual seventh-grade Indonesian language lessons.

The data analysis technique was carried out by reducing the speech act data that had been transcribed from the recording results. As explained (Aisyah, 2019), the qualitative data analysis technique was carried out by writing down the data sources of desiderative linguistic speech acts by recording the transcripts of teacher and student conversations at SMP Progresif Bumi Shalawat. In previous data collection, qualitative research sought data until data saturation was achieved. Therefore, this data analysis used a coherent and systematic procedure. The final stage of this research involves drawing descriptive conclusions from the analysis and discussion. The researcher provides a comprehensive conclusion, enabling readers to understand the findings. The final conclusion will answer the questions posed by the focus problem identified at the beginning of the research.

3. Results and Discussion

The forms of desiderative modality in Indonesian language learning in grade VII of Bumi Shalawat Progressive Middle School were identified through various utterances reflecting desires, hopes, invitations, and requests. This modality is used both by teachers in giving instructions and by students in responding to or conveying desires. One of the dominant forms that emerged was the use of verbs such as "want to," "want to," "hope to," and "may." In the following presentation, each data item is analyzed by considering the context, type of utterance, and its pragmatic meaning.

Teachers often use desiderative forms with implicit structures, but their meaning is still recognizable contextually. For example, on the second day of learning, the teacher conveyed the expectation that students would pay attention and participate seriously in the activities:

“Oke hari ini preparation hari kedua, hari rabunya try out bahasa Indonesia ya.” (BM1-GURU)

Context: Delivered by the teacher at the beginning of the lesson as a form of notification and hope for students to prepare for the tryout. This utterance is a form of desiderative modality delivered in an informative declarative structure, but it contains an implicit intention. Although there are no explicit markers such as "hope" or "want," the phrase "preparation day two" indicates an implicit expression of intention. In the context of learning, this form suggests a subtle encouragement from the teacher to seriously prepare for the tryout. The use of a sentence structure that is natatory but ends with the particle "ya" strengthens the interpersonal nuance and implies a non-coercive expectation.

Linguistically, the desiderative modality in this utterance is expressed through a noun, namely the word "preparation," which functions as an indirect marker of intention. This noun does not stand alone, but in the context of the sentence implies an expected action (i.e., preparing oneself). Although grammatically a nominal phrase, pragmatically it functions as a trigger for the desiderative modality recognized in the context of teacher-student interactions in the classroom. Furthermore, the teacher demonstrates this desiderative modality in the context of group assignments.

“Nah kalau ujungnya seperti ini sudah selesai duluan kalian bisa menggunakan pemotong ujung bukunya dengan cepat, ayo lebih cepat.” (BM2-GURU)

Context: The teacher instructs students who are compiling a scrapbook to work faster and more neatly.

This utterance is a form of desiderative modality delivered by the teacher in the form of a subtle invitation. The main marker in this sentence is the phrase "let's go faster," which is conventionally used as an invitation that conveys a desire without necessarily stating a direct desire. Although it does not use an explicit desiderative verb such as "want," "hope," or "want," this structure conveys encouragement for students to speed up their work in a group activity. This form is classified as a subtle imperative, because although its structure resembles a command, it is delivered in a friendly, non-coercive, interpersonal tone.

Linguistically, the desiderative modality in this utterance is expressed through a clause, namely the invitation phrase "let's go faster," which contains an implied subject and an imperative predicate. This clause conveys the teacher's hopes or desires indirectly, yet clearly in context and communicative intent. The teacher's desires also appear in the form of statements encouraging group work.

"Oke kemudian kita akan berkelompok menggunakan stamp group, kalian tau stamp group apa?" (BM3-GURU)

Context: A teacher's speech explaining group divisions during a letter-writing assignment.

This utterance demonstrates a desiderative modality, presented as an informative statement with intentional elements. The primary marker indicating will is the word "will," which lexically functions to express a plan or intention for future-directed action. In this context, the teacher expresses her desire for a group activity to be carried out immediately using a specific method. Although presented in a declarative structure, the word "will" serve as a marker that the speaker desires an activity to occur, though not as an explicit command. Furthermore, the use of the word "we" creates a sense of togetherness, emphasizing the collective nature of the activity. Thus, this desiderative modality is subtle yet clear in conveying the teacher's intention and demonstrates a cooperative pattern of conveying will in a learning environment. Linguistically, the desiderative modality in this utterance is expressed through a clause, namely, "we will divide into groups using stamp group." This clause expresses an intention or plan that implicitly conveys the teacher's will, marked by the modal verb "will," which points to a future action.

The Function of Desiderative Modality

The function of desiderative modality in the context of Indonesian language learning at Bumi Shalawat Progressive Junior High School not only reflects the linguistic form of intention but also indicates the communicative intent and purpose of each teacher and student utterance. Based on the data presented previously, the functions of desiderative modality can be grouped into three main categories: directive, expressive, and interpersonal. Each of these functions can be seen through various excerpts of speech data different from those presented in the previous section.

Directive Function

The directive function indicates the speaker's intention to influence the actions of the interlocutor through utterances that convey a desire or expectation for an action to be taken. In the context of learning, this function is widely used by teachers to organize, direct, and control the progress of student learning activities. The desiderative modality, which functions as a directive, often appears in the form of subtle invitations, indirect instructions, or informative statements loaded with action intentions, such as "Please start working now" or "Let's hurry." Although not always delivered as explicit commands, these utterances still have the power to influence student responses. This polite and persuasive form reflects an educational communication strategy aimed at fostering discipline without direct pressure. Thus, the directive function within the teacher's desiderative modality plays a crucial role in creating effective, focused learning interactions and maintaining positive interpersonal relationships in the classroom.

“Apabila sudah selesai masukkan map snailnya! Kelompok lima sudah selesai? Kelompok enam?” (FM1-GURU)

Context: The teacher gives instructions to submit assignments in group folders.

This utterance demonstrates the directive function of the desiderative modality, which aims to direct and regulate the actions of the interlocutor. In this case, the teacher conveys her desire for students to immediately submit their assignments through a polite, indirect command. The imperative structure "Put in the snail folder" clarifies the intended action, while the interrogative sentence "Is group five finished? Group six?" serves as a form of collective control and reminder. This function demonstrates the use of modality as a learning regulation tool, which not only regulates the flow of classroom activities but also fosters students' sense of responsibility in following instructions in an orderly manner. Thus, the directive function here plays a crucial role in maintaining the smooth flow of the learning process and active student engagement in ongoing activities.

Linguistically, the desiderative modality in this utterance is expressed through clauses, namely the imperative clause "Put in the snail folder," which directly implies a desire for immediate action. Furthermore, the interrogative clause "Is group five finished?" pragmatically functions as a reminder and directs action. Both forms imply the teacher's desire to effectively organize and motivate student activity. The use of the desiderative modality with a directive function is also evident when the teacher grants permission and encourages students to act immediately according to instructions.

“Iya oke boleh, silakan.” (FM2-GURU)

Context: The teacher responds to a student's request to retrieve materials.

This utterance demonstrates the directive function of the desiderative modality, presented in a polite and friendly manner. Although it appears to grant permission, the use of "please" not only acknowledges the student's request but also implies a desire for immediate action. In a learning context, this form is a communication strategy that functions to regulate the actions of the interlocutor without creating direct pressure. This structure is commonly used by teachers to maintain positive interpersonal relationships while ensuring that instructions are carried out effectively. Thus, the directive function contained in this modality emphasizes directing action through an invitation or agreement containing an urge to act. Linguistically, the desiderative modality in this utterance is expressed through the verbs "please" and "boleh," which are polite modal verbs. Both explicitly signal the teacher's desire for students to act immediately, albeit in a non-coercive format. These verbs convey a directive function in a subtle yet effective way to guide students' actions.

Expressive Function

This function emphasizes the speaker's personal feelings, needs, or desires, expressed through subjective speech. In the context of learning, the expressive function of the desiderative modality most often appears in students' speech expressing a desire to do something, asking for permission, or conveying their personal circumstances. Forms such as "*Saya mau ikut, Ustazah*", "*Saya belum selesai*", or "*Boleh saya izin ke kamar mandi?*" is an example of an expressive function commonly used by students spontaneously and naturally. This function does not aim to directly regulate the actions of others, but rather to express desires or feelings that are expected to be understood and responded to by the conversation partner, especially the teacher. Thus, the expressive function reflects the dynamics of interpersonal communication that occur in a classroom setting, where students feel safe and comfortable enough to express their desires openly. The expressive function of students' desiderative modality is also evident when they voluntarily demonstrate a desire to actively participate in class activities. One example is

"Saya, saya Us." (FM3-SISWA)

Context: Spoken by students spontaneously when the teacher asked who was willing to read the hadith of the day in front of the class.

This utterance is a form of desiderative modality that functions expressively, as it expresses the student's personal desire to be actively involved in learning activities. Although it does not contain explicit markers such as "Ingin" or "mau," this form demonstrates a strong will through repetition of words and enthusiastic intonation. This expressive function is not intended to regulate the actions of others, but rather to convey the student's initiative and emotional involvement in classroom activities. In a learning context, this type of expression reflects a participatory and conducive classroom atmosphere, where students feel comfortable expressing their desires openly to the teacher.

Linguistically, the desiderative modality in this utterance is expressed through the noun form, namely the repeated use of the word "Saya" to explicitly indicate personal desire. This noun not only functions as a subject, but in this context also serves as a marker of self-expression, implying a willingness to participate voluntarily. The expressive function of the desiderative modality is also evident in situations where students convey their personal circumstances as indirect requests:

"*Sebentar ust, ini belum selesai."* (FM4-SISWA)

Context: A student utters this when the teacher requests an assignment to be submitted, but the student has not yet completed it.

This utterance is a desiderative modality with an expressive function, as it directly yet politely expresses the student's personal condition and wishes. Although there are no explicit markers such as "ingin" "boleh" or "mau" this utterance implies the student's desire for more time to complete the assignment before it is submitted. The expressive function in this modality is reflected in the subjective nature of the utterance, based on the speaker's experience or personal circumstances. By stating

"belum selesai" the student subtly directs the teacher to postpone the submission. This strategy is commonly used in classroom interactions as a form of polite communication that still conveys wishes without making explicit demands. This modality also demonstrates the student's pragmatic awareness in communicating needs to the teacher in formal interaction.

In terms of linguistic form, the desiderative modality in this utterance is expressed through a clause, namely the declarative clause "this isn't finished yet," which conveys the speaker's personal condition. Although not an explicit statement of will, this clause functions as a pragmatic signal of a desire for additional time before the assignment is submitted.

Interpersonal Function

This function relates to managing social relationships between speakers and interlocutors in an interaction. In the classroom context, the desiderative modality is used not only to convey desires but also to foster polite communication, mutual respect, and maintain a balanced relationship between teacher and students. Teachers often convey expectations or instructions in the form of subtle invitations such as "silahkan" or "ayo" or through non-coercive statements, to maintain interpersonal relationships and make students feel valued. Conversely, students also use forms such as "boleh ya Us?" or "saya izinkan" as a form of politeness and respect for the teacher's authority. This interpersonal function demonstrates that the desiderative modality is not only a tool for conveying intentions or desires but also a means of maintaining politeness, emotional closeness, and a positive communication climate in teaching and learning activities. The interpersonal function of the desiderative modality can also be seen when students spontaneously demonstrate active participation by assisting the teacher:

"Saya Bantu US" (FM5-SISWA)

Context: Students spontaneously offer assistance to the teacher during the learning process.

This utterance reflects the interpersonal function of the desiderative modality, which students use to maintain positive relationships and demonstrate a participatory attitude in learning. Although it is a declarative statement without explicit markers such as "mau" or "ingin" this utterance implicitly conveys a desire to help and demonstrates a willingness to actively participate. This interpersonal function does not aim to directly influence the actions of the interlocutor, but rather strengthens social bonds, both between students and the teacher and among students. Such utterances demonstrate that the desiderative modality also serves as a means of demonstrating empathy, responsibility, and collective awareness in classroom situations. Thus, this form strengthens healthy two-way communication and supports collaborative values in the learning environment.

Linguistically, the desiderative modality in this utterance is expressed through a clause, namely the declarative clause "Saya bantu," which conveys an intention or

desire concisely yet meaningfully. This clause illustrates the student's proactive attitude in fostering interpersonal relationships through expected actions, even without an explicit modal verb. The interpersonal function is also evident when the teacher delivers instructions using an invitational and polite approach, using particles and polite exclamations that strengthen social relations in the classroom:

"*Oke sekarang kita baca hadis of the day dulu ya, siapa yang mau baca*?" (FM6-GURU)

Context: Delivered by the teacher at the beginning of the lesson as a participatory invitation to students to begin the activity of reading religious texts in turn.

This utterance reflects the interpersonal function of the desiderative modality, which the teacher uses to build positive relationships and participatory communication in the classroom. The markers "ya" and "siapa yang mau" are used as pragmatic strategies to convey a friendly invitation, not a command. This positions students as active partners in the learning process, not simply objects to be directed. In this context, the modality not only functions to convey the desire for students to read but also to create a comfortable, participatory, and respectful interaction. This strategy is highly effective in building student confidence while maintaining ethical communication in the classroom. Thus, this form of desiderative modality plays a significant role in creating an inclusive and humane learning climate.

Linguistically, the desiderative modality in this utterance is expressed through clauses, namely, "kita baca hadis of the day dulu ya" and "siapa yang mau baca?" The first clause is a collective invitation framed in a relaxed atmosphere through the particle "ya," while the second interrogative clause indicates a desire for students to participate voluntarily. Both reflect polite and dialogical forms of interpersonal influence.

These desiderative modality functions demonstrate that language in learning is not merely a tool for conveying material or message content, but also plays a crucial role in building social relationships, creating an atmosphere of interaction, and reflecting the position and role of each communication participant in the classroom. The teacher uses the desiderative modality to direct, guide, and maintain polite and educational communication, while students use it to express needs, desires, or requests in a manner that conforms to applicable norms. By considering the context of the situation, the relationship between speaker and interlocutor, and language etiquette, the desiderative modality enables an effective and respectful exchange of meaning. Therefore, its presence is an important indicator in reflecting the dynamics of learning communication that is not only informative but also interactive and humanistic.

The Meaning of Desiderative Modality

The meaning of desiderative modality in teacher and student speech conveys a deeper intention than simply conveying a desire. This meaning lies in how that

desire is interpreted by the interlocutor and how it shapes relationships, influences actions, and reflects prevailing values in the learning context. Based on the results of data analysis, the meaning of desiderative modality can be grouped into three main categories: action intention meaning, relational meaning, and value-norm meaning.

The Meaning of Action Intention

The meaning of action intention reflects the speaker's intention, which is oriented toward achieving a concrete action from the interlocutor. In the learning context, this meaning emerges when teachers or students use desiderative modality to encourage an active response, whether in the form of physical action, completing a task, or direct involvement in class activities. The use of modalities such as "silakan dikerjakan mulai sekarang", "ayo lebih cepat", or "saya bantu Us" are forms of speech that not only convey desires but also pragmatically aim to encourage concrete action. This action intention can be conveyed directly through a subtle imperative, or indirectly through a statement containing an implied meaning. Thus, this meaning emphasizes that the desiderative modality does not stop at expressing will, but also serves as a trigger for realizing certain actions in accordance with learning objectives. The action intention meaning of the desiderative modality is also evident in classroom situations when teachers directly encourage students to immediately complete tasks with the appropriate attitude:

"Ayo mengerjakan dengan diangkat kepalanya."(MM1-GURU)

Context: The teacher instructed students to focus on their assignments while taking a pre-test, using body language that reflected concentration.

This utterance is an example of a desiderative modality, conveying an intention to act, as the teacher directly conveys her desire for students to immediately carry out the assigned activity. The predicate "ayo" serves as an encouraging invitation, yet maintains politeness in the interaction. This command does not use a harsh imperative, but is instead couched in a participial form, demanding immediate action. Furthermore, the phrase "dengan diangkat kepalanya" implies the teacher's expectation of discipline and focus during the assignment. The intention to act in this utterance is clear, as it is pragmatically directed at activating students' physical and mental responses in learning activities, not only conveying desires but also guiding students toward concrete actions expected in the classroom. Linguistically, the desiderative modality in this utterance is expressed through the clause form, namely "ayo mengerjakan dengan diangkat kepalanya". This clause combines the invitation (let's do it) with the specific expected action (doing it with his head held high). This structure conveys a direct and directed intention, yet remains within the polite invitation framework typical of learning interactions. The intentional meaning of the desiderative modality also emerges from students who actively volunteer to answer questions in class:

"Saya Ustazah yang akan menjawab nomor 3." (MM2-SISWA)

Context: Spoken spontaneously by a student during an oral evaluation session. The teacher opened the opportunity for answers, and the student explicitly stated his readiness.

This utterance conveys the meaning of an action intention in the desiderative modality, as the student expressed his desire to take an active role in answering the question before the teacher and his peers. Although it does not use markers such as "mau" or "boleh" the declarative structure pragmatically indicates a willingness and readiness to act directly. This reflects that the student's desire is not merely a passive expression, but also an actual drive to take ownership of the action proposed by the teacher. This statement demonstrates the student's initiative and courage to actively engage in the learning process. The meaning of the action intention in this utterance also demonstrates the student's awareness of his role and contribution to the dynamics of participatory and collaborative learning.

Linguistically, the desiderative modality in this utterance is expressed through the clause form, namely, “saya yang akan menjawab nomor 3”. This clause uses the futuristic form "akan" to indicate a future action intention, pragmatically indicating readiness to act. This form explicitly reflects a will directed directly toward concrete action.

Discussion

Research findings indicate that desiderative modality in learning emerges in a variety of utterances, not always characterized by explicit grammatical forms. Both teachers and students use expressions such as "ingin" "mau" "harap" "boleh" and interrogative and declarative sentences that implicitly convey a desire or hope for an expected action. For example, expressions like " Ayo lebih cepat" or "May I go to the bathroom?" structurally do not always contain an explicit desiderative verb, but in pragmatic contexts, both clearly convey the speaker's intent. Research by Nguyen & Le (2023) states that indirect invitations such as "ayo" or "mari" in classroom discourse have proven more effective in building cooperation and avoiding student resistance to teacher direction (Nguyen & Le, 2023).

From a linguistic perspective, desiderative modality is a form of epistemic modality that expresses the speaker's mental attitude toward a reality that has not yet occurred but is desired. This desire can be personal, instructional, or social, depending on the speaker and the purpose of the communication. According to the definition in the Big Indonesian Dictionary (KBBI), desiderative modality can be understood as "a form of modality that expresses the speaker's wishes or hopes" regarding a situation or action. Thus, the diversity of forms in desiderative modality indicates that classroom communication is not only instructional but also contains complex psychological and social dimensions. This is also in line with the study by García & Leung (2022), which showed that the use of subtle imperatives in educational interactions can increase student engagement because it is perceived as a collaborative invitation, rather than an authoritative command (García & Leung, 2022).

In teacher speech, the desiderative modality is used as a means to direct, guide, and manage the learning process through polite yet influential forms of speech. Sentences such as "Please choose what you can write" or "When you're finished, put the folder in" are examples of the use of imperative verbs wrapped in a soft invitation structure. Although functionally commanding, this style of speech avoids authoritative overtones and emphasizes cooperation and comfort in classroom interactions. These forms reflect the teacher's communication strategy, which balances authority with a persuasive approach, in line with the goal of creating a participatory learning environment. Vásquez & Urzúa (2023) even refer to this approach as a form of "soft power" in effective classroom management, as it maintains harmony without losing the direction of instruction (Vásquez & Urzúa, 2023).

Meanwhile, in students, the desiderative modality tends to emerge spontaneously and is expressive, reflecting emotional involvement and individual needs. Statements such as "I'll help you" or "I haven't attached it yet, Us" demonstrate simple expressions of will, yet convey a sense of participation and awareness of communication norms. Students convey their desires or personal circumstances without making demands, but rather through polite forms that are conventional within the school culture. This demonstrates that in addition to expressing their desires, students also learn to frame their desires within a language structure that respects the teacher's role and authority, while maintaining ethical classroom interactions. Park & Kim (2022) noted that indirect requests from students tend to be responded to more positively by teachers, as they demonstrate sensitivity to academic communication norms and strengthen social relationships (Park & Kim, 2022).

This diversity of forms demonstrates that desiderative modality is not always expressed explicitly, such as through the verbs "want" or "hope." In many cases, desires are conveyed implicitly through declarative or interrogative structures that do not directly reveal intent but are understood by the interlocutor based on the context, intonation, and relationship between participants. An example is a sentence like "Ustazah, I haven't finished yet," which, although merely a statement, essentially conveys the intention of requesting a delay or extension of time. Li's (2024) study in Teaching and Teacher Education confirms that this implicit communication strategy builds rapport between students and teachers and creates a classroom climate of mutual respect (Li, 2024).

This phenomenon demonstrates that modality in classroom discourse is not a single entity, but rather flexible in function and form. This aligns with Halliday's view that the interpersonal function of language allows speakers to convey attitudes, emotions, and desires both directly and implicitly, depending on the purpose of the communication and the social relationship being established. Furthermore, these findings reinforce the principles of Brown & Levinson's (1987) Politeness Theory, which emphasizes the importance of face-saving strategies, particularly in hierarchical social interactions such as those between teachers and students. This functional approach reinforces the understanding that language is not only a tool

for conveying information, but also a means for constructing social and emotional meaning in everyday interactions, including in educational contexts.

The meaning of desiderative modality in learning interactions cannot be separated from the social, situational, and value contexts that bind communication between teachers and students in the classroom. This modality is not simply a linguistic device that marks the speaker's intentions, but also serves as a medium for conveying meaning subtly, building interpersonal relationships, and affirming prevailing communication norms. In the classroom, intentions are not always expressed explicitly; instead, many implicit forms are found that are interpreted based on context and social relations. The existence of this desiderative modality makes learning interactions more humane and educational, as it allows speakers to convey desires without causing pressure. Research by Nguyen & Le (2023) in the Journal of Pragmatics shows that teachers use desiderative modality to manage classes more inclusively, while maintaining authority through a gentle and communicative linguistic approach (Nguyen & Le, 2023). This demonstrates that language in education not only functions as an informational tool but also carries a social and ethical mission that supports the process of character formation. The meaning of action intention in the desiderative modality is strongly reflected in the way teachers convey expectations that are directed toward concrete actions from students.

Statements such as "Please choose ideas that can be developed" demonstrate that the modality is used to spark students' cognitive engagement, not merely technical guidance. This statement may seem like a free invitation, but it essentially contains encouragement for students to act in accordance with the learning objectives, namely to choose appropriate ideas and develop them into written work. In this context, the modality becomes a pedagogical tool that softens commands without diminishing their instructional direction. A study by García & Leung (2022) in Linguistics and Education confirmed that this form of invitation or soft imperative significantly increases student engagement compared to direct commands, because students feel they are given space to choose and take responsibility for their own actions (García & Leung, 2022). Therefore, the desiderative modality acts as a bridge between the teacher's intentions and students' actions in learning situations oriented toward active participation. Desirable modalities also serve an important relational function in creating a positive and collaborative communication climate in the classroom. When students say, "I help us," this utterance not only conveys a personal desire to help but also reflects social engagement that strengthens interactions between parties. In the context of cooperative learning, such expressions demonstrate that students are engaged not only academically but also emotionally and socially, as part of a mutually supportive learning community. The relational meaning of desiderable modalities demonstrates that classroom communication is not always centered on information transfer but also involves the formation of warm and inclusive social relationships. This is reinforced by Li's (2024) findings in Teaching and Teacher Education, which highlight that collaborative invitations and participatory greetings have been shown to increase motivation and build solidarity within classroom dynamics, particularly in project-based learning or group discussions.

Teachers also use similar modalities when seeking to direct students without creating power distance. Thus, these modalities serve as a means of fostering good relationships between teachers and students, while also internalizing values such as solidarity, empathy, and social responsibility. The significance of the values and norms within the desiderative modality is clearly evident in teachers' efforts to foster polite communicative behavior in accordance with educational ethics. In quotes such as "Try saying first, 'Can I exchange?'" the teacher not only conveys the desire for students to speak in a certain way but also teaches ethical language forms that reflect respect for the interlocutor. This demonstrates that classroom communication is not only about conveying messages but also about developing character and polite language habits. Research by Park & Kim (2022) shows that the use of polite and indirect language in the school context supports the development of students' communication ethics, as they learn to express needs in a socially acceptable manner. These modalities are part of moral and religious education, where Islamic norms such as etiquette and polite manners are instilled explicitly and implicitly. Teachers not only correct verbal behavior but also guide students in understanding how to express their desires appropriately and ethically. Thus, the desiderative modality

4. Conclusion

As a result of the analysis conducted on the form, function, and meaning of desiderative modality in Indonesian language learning in seventh-grade students at Bumi Shalawat Progressive Middle School, several key points can be concluded as follows:

1) The desiderative modality used in seventh-grade students' Indonesian language learning at Bumi Shalawat Progressive Middle School includes direct and indirect forms. These include commands, permissions, and directions. Modalities are formed using noun phrases or verb phrases. These modalities are used by teachers and students to express desires, hopes, or invitations, either explicitly or implicitly. 2) The functions of desiderative modality found in teacher and student speech include the desire to do something, expressing a desire for something, polite requests, and invitations in both formal and informal settings. Three functions were identified: directive, expressive, and intrapersonal. These functions play a crucial role in creating effective two-way communication in the classroom. 3) The meaning of desiderative modality in learning is contextual and cannot be separated from the speech situation, the relationship between the speaker and the interlocutor, and the socio-psychological conditions during the speech. The meanings found in this study include action intention, relational intention, and values and norms. These meanings can be literal or implied and reflect the intentions and communication strategies of each party.

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